

DOCUMENT RESUME

ED 392 193

EC 304 624

AUTHOR Wolcott, Gary; And Others
TITLE Signs and Strategies for Educating Students with Brain Injuries: A Practical Guide for Teachers and Schools.
INSTITUTION New England Medical Center, Boston, MA.; Tufts Univ., Medford, Mass. School of Medicine.
SPONS AGENCY National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO ISBN-1-882855-33-7
PUB DATE Aug 95
CONTRACT H133B30044
NOTE 101p.
AVAILABLE FROM HDI Publishers, P.O. Box 131401, Houston, TX 77219 (\$24.95 plus \$2.50 shipping and handling; quantity discounts).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Behavior Change; Behavior Problems; *Classroom Techniques; Educational Planning; Elementary Secondary Education; *Head Injuries; Individualized Instruction; *Intervention; Minimal Brain Dysfunction; *Neurological Impairments; Neuropsychology; Parent Teacher Cooperation; Reentry Students; School Readiness; Student Characteristics; *Symptoms (Individual Disorders); Teaching Methods; *Transitional Programs

ABSTRACT

This resource guide offers strategies for working with children having mild to severe brain injuries. Chapter 1 corrects common misunderstandings about brain injuries and gives suggestions and illustrative case examples. Chapter 2 discusses 12 common changes in students with brain injuries such as tiredness, irritability, passivity, depression, forgetfulness, distractibility, and poor organizational skills. Each characteristic is discussed in terms of school signs, questions for teachers to ask, questions to ask parents, an example, and a suggested intervention. Chapter 3 provides basic information on the neurology of brain injuries and suggestions for dealing with classroom problems concerning fatigue, memory/organization, motor difficulties, reading, math, social skills, attention, and behavior. Chapter 4 addresses working with the neuropsychologist and the neuropsychological evaluation. Chapter 5 considers problems faced by parents and other family members and offers suggestions for communicating with and providing support to families. Also included are three worksheets to assist in planning for: (1) the child's transition back to school; (2) the child's transition to the next grade; and (3) the child's transition into middle or high school. (Contains a list of 10 suggested readings and 3 organizational resources.) (DB)